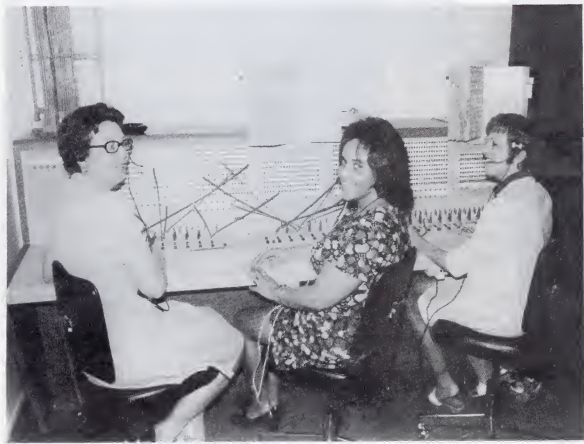


THE MOSAIC

THE GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

JUNE, 1973

GEORGE BROWN COLLEGE - 6,940 TIMES



Three of our telephone operators that are on duty during the day ignore the switchboard for five seconds to have their photograph taken. Left to right are Marjorie Parrett, Supervisor Doreen Avazian, and Betty Palmer.

Your Attitude Is Showing

We know about the three R's of our school days. There are also three R's of adult life. And by that I don't mean "romance at 25, rent at 45, and rheumatism at 65". The three R's of adult life are:

1. Resources—training and other gifts we offer;
2. Resolution—what we decide to do with these;
3. Responsibility—the sincerity of purpose we put into life.

Just as there are three R's of both our childhood and adult lives, so are there three A's of business life. These are: Ability, Ambition, and Attitude. Ability establishes what a worker does.

Ambition determines how much he does.

Attitude guarantees how well he does.

Ability will get a worker a job.

Ambition will bring him a paycheck.

Attitude will lead to success.

Attitude is defined as the "you" (the person) in the job. When ability

and ambition in two persons are about equal, how does a manager select one over the other for promotion? Here is where attitude becomes the deciding factor. Attitude is defined as a little plus—that something extra that is given willingly, although not required.

Appearance and Manners

There are many aspects of office propriety and decorum which we could discuss, but I have selected two—appearance and manners. And to make my point, Let's begin with a little example.

Take a look at the person on your right. Now look at the person on your left. Now look at the person behind you. Take another moment to do this. Just look around you.

You probably figure you were looking at the other people. But do you realize how many eyes are on you every day?

What are they looking at when you're at work? What do they see when they look at you? Not how well you type, or how thoroughly you fill out

a record, or how accurately you keypunch a card, or how pleasantly you answer the telephone. Sure, you're rated on the way you handle your work, but you're judged on the way you handle yourself. Good impressions serve as your silent salesman.

If you're going to work in an office, you must first of all look the part. Good appearance has nothing to do with physical beauty. Good appearance, however, does have everything to do with personal neatness, cleanliness, appropriate dress, and over-all good grooming.

Many times it may be difficult, or even impossible, to give a satisfactory explanation without embarrassment to an applicant who is turned down, or a worker who is denied a promotion. It's usually just little things, which might seem insignificant, but like little things, they soon add up to bigger things.

The Mirror of Life

So take a look at yourself in the mirror—to see how you look. Then take a look at yourself in the mirror of life—to see how you look to others. Do you seem tired or alert? Does your appearance invite cooperation and inspire friendliness, or does it suggest to other persons that they should stay away? How pleasant is your tone of voice or your facial expression? A smile is the light in the window of your face to let others know your heart is at home.

A Sincere Desire

But it isn't enough to look the part, you should also act the part. Good appearance should be supported by good manners rooted in genuine consideration of the viewpoints and feelings of others. Good behavior is largely actuated by a sincere desire not to offend.

The word "sincere" is the keynote, because anyone can spot the phony—the individual whose good manners are put on in the morning and taken off at night. One dreads to think what might happen if the person reverted to form and let go.

Who is it that talks to hundreds of people each day but never sees anyone? The answer - our telephone operators.

Our five charming ladies on the switchboard are, for most people, the first contact an outsider has with George Brown College. For this reason, the operators are patient and diplomatic with callers, and do their best to determine what information the caller needs and who they should put the call through to this information.

Sounds easy? It's not so simple when you look at some statistics. Each eight hour day, each of the four day-time operators answers an average of 215 calls per hour. This has been verified by the Bell Telephone Company and if your mathematics are not too rusty this totals 6,940 times a day they say "George Brown College".

From 4 pm to 6 pm the switchboard has two operators on duty to answer enquiries and provide assistance to callers. One operator is on duty from 6 pm to 10.30 pm.

Marjorie Parrett, Supervisor, says the ladies are very happy with their new working conditions. The switchboard was previously located at Kensington Campus and right in the middle of the Registrar's Office. The new tele-

phone exchange situated the lower floor of the new Casa Loma Building is a quiet, carpeted room - off limits to all personnel. Marjorie says "There are no extraneous noises or people here to distract us from our job." As to the type of calls received, she adds, "We get a few obscene calls but cut them off immediately."

All the operators agree that their jobs have become much easier since the publication of the latest college telephone directory. College personnel are making extensive use of this book instead of bothering the switchboard with requests for internal numbers.

The new system is known as the 701PBX and uses a model 608 switchboard. This board allows for growth possibilities and provides maximum efficiency. At the present time there are 314 locals on the board. Another 100 will be added when the Casa Loma Campus is completed and departments are moved in.

Robert Butcher, College Bursar, is very happy with the new exchange. As the man responsible for installation and operation, Mr. Butcher says the college now has a fast, accurate communication network tying all our campuses together.



Jean, Clarke, (left) answers the board from 4pm to 10.30 pm while Anne Tenchen works the 10 am to 6 pm shift.

A Few Words From The Editor

This is the last edition of *The Mosaic* before the summer holidays. While I will admit that this publication may not have served the requirements of all college personnel it nonetheless has strived to bring newsworthy happenings to the attention of its readers.

The past year has seen many things happening at George Brown College. We have solved most of our monetary problems and have seen the creation of at least five new Post Secondary programs. Our illustrious soccer team easily walked off with the Ontario College Soccer Championship last fall while fifteen students from our Fashion Technology Division were selected to show their creations at *Design 73* in the Four Season's Sheraton Hotel this Spring.

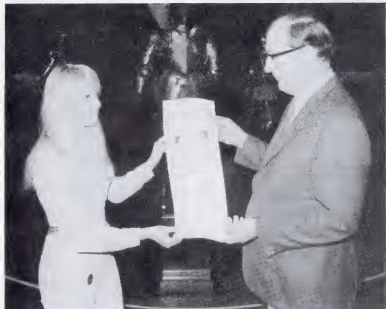
Our students continue to win awards for doing their thing. Darlene Atkinson won a \$50 first prize for her design of a special poster for the Royal Ontario Museum. Peter Hara Synszak won the \$500 first prize in the residen-

tial carpet division of the *Harding Carpet Design Competition*.

At the annual show of the Metal Arts Guild of Ontario, our Jewellery Arts students won all but one of the six prizes for Jewellery, 1st and 2nd prizes for Jewellery With Enamel. Three of our part-time students walked off with 1st, 2nd and 3rd prize for their category.

Margaret Booth and the George Brown Choir have managed to collect an impressive array of awards for music during the past nine months. Their concerns have been delightful and entertaining as well as prize-winning.

In a college as diversified as George Brown, it becomes increasingly more difficult to keep aware of all that is happening. As editor, I rely on you the students, staff and faculty to inform me of anything newsworthy. I thank you for your co-operation during this last year and look forward to your assistance in publishing *The Mosaic* next year.



First Prize Winner in the recent poster contest sponsored by The Royal Ontario Museum was Darlene Atkinson, a Commercial Art Student at George Brown College. Miss Atkinson is shown receiving a cheque for \$50 from Dr. W. M. Towell, Director of the Museum.

George Brown Scuba Club Goes Crazy

By Gary Soper

On April 7th, 1973, some of the hardy members of George Brown Scuba Club entered the Crazy Boat Race held by the Georgetown Jaycees. When we decided to enter we thought of how we were going to build our "yaucht". It had to be big enough to hold a crew of six and it had to be economical. After considering many types of craft, we came up with two pieces of 4 x 6 particle board held together by four hinges. To give added buoyancy we tied seven inner-tubes to the bottom. Sound crazy? Well, that's what kind of race it was.

On the Saturday morning of the "race day" we met at Wayne Waddell's house to assemble our "ship". After about ten minutes of vigorous work of putting on the hinges and drilling holes to tie the inner-tubes we had made our stream-lined racer seaworthy. (We hoped!) Carefully we placed out entry into Wayne's station wagon and enthusiastically headed for Georgetown.

The course of the race was seven miles down the Credit River with one portage along the way. By noon on this bright and sunny day we arrived at the starting line where we met Don Head and his family. Don brought four paddles and after seeing our entry, I think he wished he was still at home.

After changing into our racing gear (wet suit and hockey helmet) we drew a number for starting position. Carrying our vessel to the proper place, we took our last look at our beautiful "boat" before she went on her maiden voyage. Following a short discussion we had our strategy planned. Get out there and paddle like hell!

The race was about to start. The mayor of Georgetown stood by the side and gave the countdown. Three! Two! One! The horn sounded and we were off! About fifty entrants were running and screaming with their boats to see who would be the first in the water and speeding down the

river. We picked up our boat and entered the water the same time everybody else did. What a mess!

We got her in the water, turned the right way, and we all jumped on. She sank! We stared at each other with dumfounded faces and thought "the race couldn't be over for us already." Of course not. Hasn't everybody heard of "Plan B"? Yes, that was it. We would all lay flat on "it" (we never did come up with a name for it). By distributing our weight over the whole deck, it lifted and started moving. Actually floating! To our amazement the pride of George Brown Scuba Club was on her way.

Once our positions were secured, we started moving along at a steady pace. We figured that the seven mile race wouldn't take us that much time if we kept on moving as well as time when we started. Was that ever a miscalculation on our part. We didn't cross the finish line until much later that afternoon.

Everything was going fine for the first mile or so, until the bottom of our boat started hitting rocks. The boat was turning sideways when we came across some more rock. Crack! Our seaworthy vessel was now in two pieces, held together only where we lashed the inner-tubes to each other. It didn't break at the hinges, which we thought was the weakest spot.

With Greg and Brian laying over the back propelling us with four fins and Don, Jim, Wayne and myself paddling along the sides, we kept moving. When we would come close to an overhanging tree or a big rock jutting out the water the ship's captain would blow the whistle and for some unknown reason we would clear the obstacle (most of the time). I was elected captain of our ship because I happened to have the vest with the whistle on it.

Then, just as we were told there would be, there was a ten foot waterfall right in front of us. We also knew that if we went over this waterfall, that we could injure ourselves seriously, we would be disqualified. Believe it or not, that was in the rules. The only alternative, naturally, was to portage. We flipped our boat in half (our hinges were still working) and attempted to run it up a muddy hill and do I mean mud. We were up to our knees in it.

After an unpredictable and stubborn battle we made it up the hill, just to find out that on the other side of the road, the hill leading us back down to the river was just as muddy. With a lot of difficulty and a little luck we were back in the water again and on our way.

By now we all knew that we were going to finish the race, but we didn't figure that we were going to finish in two separate pieces. Rocks that were abundant over the surface seemed more just under us as they were jostling them all. Half the boat went around it and the other half stayed behind it for a few seconds. We were now in two complete parts, independent of each other with three of us on one section and two (most of the time) on the other. Jim was floating on his back but taken a tremendous pounding from the rocks and blew out, which made us a little slower in the race. By slower I mean that some pieces of styrofoam from other boats that broke up were passing us.

With about two miles left in the race we ran into our last big boulder. Half the boat went around it and the other half stayed behind it for a few seconds. We were now in two complete parts, independent of each other with three of us on one section and two (most of the time) on the other. Jim was floating on his back but taken a tremendous pounding from the rocks and blew out, which made us a little slower in the race. By slower I mean that some pieces of styrofoam from other boats that broke up were passing us.

Slowly making our way around the last few bends of the river we finally sighted the finish line. That deserved a big hooray from us and a loud blast from the whistle. The Crazy Boat Race was over. Out of forty-nine entrants competing we finished nineteenth and twenty-first. Not a bad showing, but will do better next year. We'll be back.

This event might not quite be along the lines of scuba, but the members that participated really enjoyed themselves. It was just plain good fun.

Ultra-Low Temperature

By Robert Shroder, Refrigeration and A/C Instructor



EDITOR'S NOTE: Robert Shroder, Refrigeration and Air Conditioning Instructor at Kennington Campus, and his students, have completed an intricate experiment as part of this year's curriculum. In the following article, Mr. Shroder explains this project.

Ultra low temperature cabinets are a specialized type of refrigeration and are used for shrinking of metal, for pre-shrink fits, blood plasma desiccation, aeronautical instrument testing, etc.

This system is known as a Two Stage Cascade system and we are able to attain a temperature of 110 degrees below zero. The evaporator (cooling cabinet) was made by our sheet metal apprentices under the direction of Mr. Doug Rau and the 5 inches of insulation was foamed in place by the College Plastic Department, under the instruction of Mr. Wilson.

The Refrigeration and Air Conditioning Apprentices assembled the system with design by the writer. The next project will be to add another stage to it and reach temperatures well below minus 200 degrees. The system is completely automatic and each compressor operates on a low compression ratio or a high volumetric efficiency.

A single compressor (single stage) can reach a temperature of minus 40°F but beyond that its efficiency will decrease even as low as 10 percent because the suction vapor intake pressure is at a low volume. To explain to a layman how a 2 stage cascade system works would be impossible.

Comments On The Role Of The Instructor

By Ian Irving
Asst. Chairman, Architectural Technology

I sometimes wonder if we are giving our students the best possible opportunities for learning what we want them to learn, using the methods to which we are traditionally accustomed. There are indeed predominantly the teacher in front of his class at a specified place at a specified time, equipped with a lesson plan (perhaps) chalk, chalkboard, and a great belief in his own voice as a superlative medium through which to achieve the utmost in knowledge transmission! We do use in addition of course, information sheets, overhead projectuals, assignments, movies etc., but in most cases as an assist, rather than as an alternative, to the lecture.

I am becoming increasingly convinced that perhaps we should be de-emphasizing formal presentation of content and devoting more time towards development of ILP packages. What of the student who misses a lecture due to physical absence, for whatever reason; or mental absence due to...? Our reaction all too often is, "tough bananas, that's his problem". But we have all experienced, as students ourselves, bad days, poor lessons, dull teachers etc. These are problems to which we should really address ourselves rather than paying lip service to "individual differences".

Perhaps the instructor's current role as primarily that of a lecturer or otherwise conventional presenter of content matter should be minimal to a point nearing non-existence!

I believe there is some merit in considering that, given the proper conditions, well-defined terminal and intermediate objectives, skillfully prepared

because quite a knowledge of basic fundamentals is necessary to understand the operation.

Perhaps if we were to use as an example a 1/2 ton truck with a one ton load trying to climb a steep hill. Eventually it would stall, however, if another motor were installed to drive the front wheels as a booster, it no doubt would climb the hill with power to spare.

Controlled temperatures are possible by the use of chemicals (Refrigerants) which have a low boiling point. The high stage uses Freon 22 (R-22) which boils at minus 40°F, while in the low stage Freon 13 (R-13) is used which boils at 114°F below zero. By controlling the pressure in the freezer with the use of valves, compressors, electrical controls, etc. We can select a system which will give us air-conditioning, medium temperature application, freezers at 0°F to -40°F for food storage or Ultra-Low temperature cabinets as above.

Absolute zero is 459.6°F below zero or minus 273°C, and this is the stage where no heat exists. Research laboratories have come within a fraction of a degree of -459.6°F, however, special equipment is used and not conventional components used in the above refrigeration systems.

resource material, carefully written assignments, questions, and proper motivation, a majority of students will learn without requiring formal instruction from a person whose education, experience and skills are too valuable to be used unnecessarily.

Would it not be better to maximize these in the areas of:

- Assisting, by reinforcement and individual attention, the minority of students who are experiencing difficulty - when they need it.
- Testing students individually whenever they request it or when it is considered by the instructor that it would be advantageous to the student. This would minimize wastage of student time and maximize learning pace.
- Continual updating, upgrading of existing, and the preparation of new resource material for self-learning packages.
- Consultation with students who appear to require motivation, or a review of their progress or standing in the program.

About a year ago we embarked upon the preparation of specific performance objectives for our programs. I do not believe, as some do, that it was a "make work project" to be forever stored in file 13! Due to the difficulties experienced this academic year we have had little opportunity to proceed with further development in this area. The objectives are a nucleus only - around which to re-organize and develop our learning material. Maybe it's time we started.

PS: How many 1 more, read "Educational Malpractices" ?



The Good Ship "It" is readied for the event. The ship broke up thus allowing the crew to finish nineteenth and twenty-first.



The Good Ship "It" is readied for the event. The ship broke up thus allowing the crew to finish nineteenth and twenty-first.

Results of Annual Spring Golf Tournament

held at
Wyldeewood Golf & Country Club
May 26, 1973

For a day that was chilly, foggy and with scattered showers, the enthusiasm was gratifying. This weather did not scare sixty four (64) golfers from participating with the following winners:

MEN	
The Gerry Allen Trophy	B. Beoles..... 83
1st. Low Gross	B. Shaw..... 84
2nd. Low Gross	J. McIntyre..... 86
1st. Low Net	J. McKenna..... 85
2nd. Low Net	K. MacLennan..... 86
Most Honest Golfer	N. Carter

LADIES	
1st. Low Gross	M. Davidson..... 102
2nd. Low Gross	M. Chornik..... 146
1st. Low Net	C. McCarrick..... 111
2nd. Low Net	E. Robbins..... 136
Most Honest Golfer	T. Green

The buffet and dance was attended by 105 Faculty and Staff members and their friends—everyone seemed to enjoy themselves.

The raffle winners are:

Golf Clubs	Mrs. Y. Thorndyke—Staff
Television	Mrs. E. Villeneuve—Guest
Raffle	D. Smith—Staff



Annie Lau and Tina Lo display their creations to the audience.



Bikinis and cover-ups are the rage this year. Pat Holmes, Roy Davis and Bonnie Sykes dance their way across the stage.



Jim Turner, Director of Student Services (the one on the left) discusses student problems with a friend.



Three of the young stars model the newest in children's fashions. Left to right are Leslie Madill, Robin and Collette Amaro.

SPRING FAIR AT COLLEGE CAMPUS

MAY 24, 1973



Margaret McPherson demonstrates her creation in the dance of the dolls.



The "Count The Buttons" contest at the Power Sewing Booth was manned by Mary Clark and Barbara Goessl.



Some members of the Ontario Legislature attended a special showing of fashions. Vivica Regis and Lesia Stachychyn model their new bathing suits for the visitors.

The Administration and Students

By Norman Richard Farla (Architectural Technology)
for the Young Socialists

First of all, community college newspapers should be a place where students can write down their opinions about themselves and about their activities. It is wrong that the Administration at George Brown College (Casa Loma campus) editorially controls the *Mosaic*, and therefore restricts this student activity. As it stands now, as we students don't control the *Mosaic*. When one of us pointed this out at a recent Student Council meeting, we were told that the instructor putting out the paper is doing a good job and that the council lacked the funds to take over. Yet the Administration has not made it clear why money isn't provided, as it is for sports facilities and pinball machines, for a student newspaper.

But we think this attitude on the part of the Administration affects all aspects of student activity at George Brown, not just the publishing of a newspaper. We should mention the Student Council meetings. Instructors come to speak on every item on the agenda. Now we appreciate the instructor's work in the classroom. The student here is acquiring knowledge from those who have more experience and knowhow in the particular field attracting the student. But faculty should refrain from meddling in student affairs unless asked to do so.

Take the case of student organizations and clubs. The main student organization at GB (Casa Loma campus) is the Student's Council. One of the purposes of the Council is to give leadership, to encourage, those students who try to pursue and persuade others to share their interests. But because of the Big Brother atmosphere created by the Administration it is a difficult situation all around. Instead of a healthy and independent student group and clubs situation we have a whole bunch of stories about student apathy, etc. We spent, for example, nearly two months trying to get recognition of a Young Socialist Club, a part of a socialist youth movement which is

active on a national scale on many campuses, only to receive a regrettable "no" for an answer. With recognition and aid from the Student Council it would have been the start of something new. We could have easily brought speakers onto campus to speak on Marxist theory, unemployment, inflation, the war in Vietnam and workers' control. Now we will have to work under difficult arrangements. Other associations and clubs will have to do the same. It could be really frustrating, for example, for black students to organize an association (which could carry out serious activities) without the aid of the Student's Council. All this must change.

Student organizations should be involved in the affairs of the institutions of which they are a part. We have an interest in finding out about the society we as students will soon enter. The Young Socialists took part in the recent demonstrations with other students from the College St. Campus. We were demonstrating against the cutbacks in government spending in the field of education (which resulted in staff layoffs at the College and Casa Loma campuses). Students at the demo expressed solidarity with their instructors. What the layoffs and cutbacks showed was that the College is inseparable from the society as a whole. For student organizations to realize this is only natural. (This is not to say that issues such as a long academic year, March Break, classroom recording of attendance, etc. are unimportant.)

In conclusion we should note that because 60 per cent of the student body at GB are Manpower studies there is an atmosphere, wrong, in our opinion, created by the Administration in which we should only be concerned with acquiring a skill (and within the whole scheme in the post-secondary programs especially, there is an unhealthy tendency to look down on trade unions and on manual workers in general). But it is all there is to it?

Yesterday

Yesterday I heard a sound coming from the trees while I walked along the path. It was the time of the cold in our land. (Our God gave us the time of warmth, as well) I scouted here and there letting the sound flow to the deepest part of my primal past and then I tried not to let the words get in the way - just that sound - bringing to me a time when I lay naked on that flat rock, in warm times, with water, forest, earth, and our warm god above. Then I was sure to watch and listen for danger with cave at hand. now I remember what it was - yesterday -

By Jim Kershaw
EO-900

Marketing Students Visit St. Louis

Thirty-three students from George Brown's Marketing Program and two instructors recently attended a three-day Association in St. Louis, Missouri.

The students are to be sincerely congratulated for their achievement because as a group, they had to overcome some difficulties to get to the conference.

It was decided that students would have to pay the costs of accommodations plus all meals while in transit and breakfasts and suppers in St. Louis. This meant the students had to find \$2,700 to cover the costs of chartering a bus, admissions to the conference and luncheons at the conference.

After presenting their proposal to a selected list of businesses in Toronto, one company agreed to sponsor the trip. The company stipulated only one condition - sponsorship - that the students undertake a business project for the company in the fall of 1973.

The American Marketing Association is an international organization of marketing practitioners and academics devoted primarily to upgrading mar-

keting practices. The George Brown Chapter was instigated one year ago by Mr. Bob Stamp and Marketing Major students who were then completing their second semester.

Membership in the George Brown Chapter has increased from the nine founding members to more than seventy.

At the conference, students listened to speakers present the most advanced thinking in marketing today. Subjects ranged from down-to-earth practical experiences in solving common problems to highly academic theory, from problems involving everyday household projects to the increasing need for social responsibility.

George Brown students report that they discovered three things at the conference:

- Many of the top speakers presented material that the students had already studied at the College.
- The students were able to follow even the most advanced lectures with little difficulty.
- The students were able to hold intelligent conversations and dis-

uss marketing concepts with businessmen and do so without difficulty.

The conference was, to quote Bob Stamp, "a real coup for George Brown College." It is interesting to note that with more than 600 delegates at the conference, George Brown was the only College or University to send a group of students. When this fact was presented to the delegates at a luncheon, the George Brown students received a well-deserved round of applause.

The Computer As An Instructional Aid Seminar

Casa Loma Campus Gymnasium

Wednesday, October 24, 1973

- | | |
|------------------|---|
| 12.30 - 12.45 pm | Introduction |
| 12.45 - 1.30 pm | Short talks by users from GBC, York, Humber, Seneca |
| 1.30 - 3.30 pm | Discussions and coffee hour |
| 3.30 - 4.45 pm | Panel discussion |
| 5 - 6.30 pm | Meal followed by speaker |
| 6.30 - whenever | Social Evening
Continuation of displays
Bar opens |

THE COMPUTER AS AN INSTRUCTIONAL AID COMMITTEE

Chairman: H. G. Coupland, Architectural Technology; Secretary: Miss M. Sheridan, Computer Services; G. Danac, Engineering Technology; E. Dunn, Business and Commerce; W. Dykstra, Electrical/Electronics; F. Engelhart, Academic Studies; K. Holmeshaw, Fashion Technology; E. Lord, TIB; M. Plawski, Food Technology; J. P. Smith, ESL; J. F. Stephens, Principal, Teraviva Campus; J. Vile, Applied Arts; J. Ward, Graphic Arts

The Computer As An Instructional Aid

Information from "The Computer As An Instructional Aid" Committee

The "Computer As An Instructional Aid Committee" has been meeting since the start of the past few months to discuss how best to implement its main objectives: to provide College staff with information on relevant applications; and, to demonstrate aspects of computer usage that may reduce some of the frustrations of marking and administration. A series of in-division mini-seminars have already been given and were well received. Now the Committee is holding a major seminar in the fall.

The "Fall Seminar" will be on Wednesday, October 24, 1973 in the Casa Loma gymnasium beginning at 12.30 pm and officially ending at 6.30 pm. The program will consist of short talks by users from GBC, York University, Humber College, Seneca College, and others; displays, manned by users rather than salesmen; a panel discussion, "The Relevance of The Computer To The Classroom," a meal followed by a speaker who, it is hoped, will be entertaining as well as instructive; and finally, a social evening with a bar.

To stimulate some thoughts in preparation for this evening, we have listed below some applications of computers to the education field.

Modeling

A computer model is a program which is set up to illustrate the relationships between component parts in any real life situation. A model must accept various actions as inputs and clearly show, eventually, the associated reactions as outputs. Hybrid models which operate in conjunction with other learning media would probably be most effective and less consuming of computer time and storage.

Simulation

We are referring to programs which take the place of actual operations where the real thing would be too dangerous or expensive. Simulation differs from a model in that response to inputs is more immediate and may be felt as well understood.

Both modelling and simulation require a great amount of programming so that each can handle a multitude of learning responses.

Teaching Games

Programs which challenge the student to beat the machine or other com-

petitors using skill or knowledge taught by the machine are called games. The playing of the game reinforces the learning and uncovers weak spots and can be an effective teaching method itself.

Problem Assignment

The computer is able to assign an unlimited number of variables to standard problem theory partially and student into a unique position in respect to his fellow students. This should cut down on copying and by making each student react to his own objective independently reduces the need for examinations.

Teaching

The computer, operating in a conversational mode, leads the student to make correct decisions. This can be very expensive in regards to time and space and should be used with caution. The computer should be taken to use the computer as a replacement for books, programmed texts or assignment sheets.

Testing

The computer can be used to test individual students when they are ready. The advantage over regular testing is through the ability to test each student individually and uniquely. Evaluation and analysis of the student and the test can be made easily and automatically.

Marking

Provided it is properly set up in the first place, the computer can easily mark and evaluate certain kinds of tests very rapidly and provide the teacher with statistics which illustrate the weaknesses in the student learning and the testing methods.

Drill

This is probably a poor use for the computer generally but may be valuable for some students.

The CAI unit on mathematics as set up by OISE does many of these techniques. It tests, teaches, drills, marks and keeps records on each student assigned to it. User claim it is quite effective in the teaching but are unable to show a good cost comparison.

Finally, the agenda for the "Fall Seminar" is displayed elsewhere on this page. Further information will be available for the next edition of *Mosaic*.

Bob Stamp is understandably happy with the trip. "The students carried themselves well, and have acquired more self-confidence as a result of the trip", says Bob. "I think they have been successfully reassured of the scope and depth of their program at George Brown College."

The College extends its congratulations to Bob Stamp, Dale Ferrer and the students for their distinctive accomplishment. They have proved that with a bit of hard work, and a well planned approach to a problem, great things can be accomplished.

Advice for Matutinoophobes

Do you bound out of bed in the morning, or bury your head in your pillow? If you greet the day with a smile, you're probably a matutinoophile, an early bird, and you'll reach your energy peak around noon and run out of gas by late afternoon. On the other hand, if you greet the day with a growl, you're a matutino-phobe, an owl, and will reach your energy peak just about when the early bird is heading for his nest.

Moods mean a lot, and there are a lot of moods. They cycle not only on a daily basis, but also on weekly, monthly, annual and even lifetime cycles. And the more you know about them, the better you will be able to control your life, your behaviour, your studies. Research indicates, for example, that the cycle ebb and flow between depression and elation, the best time for decision-making is neither in the pit nor on the peak, but in-between. In fact, one study shows that people tend to over-estimate distance when they're elated, and to underestimate it when they're depressed.

If you have any doubt that your moods run in a cycle, there's a simple way to prove it - keep a diary over a course of months. Understanding your moods and knowing what to anticipate could make life a lot easier.

VIP

Variable Input Phototypesetter. This edition of *Mosaic* was typeset using one of the latest special purpose computers. This machine, known as the Mergenthaler VIP, is the most recent addition to the Graphic Arts Department's equipment and has generated considerable interest throughout the typesetting industry.

Graduates of the Composition Section will now have the benefit of knowing they have been trained on an up to the minute device giving them skills valid for many years to come.

In addition to the above item, it should be mentioned that the Camera Section has recently acquired a Colour Separation Machine, which is computerized.

It is felt among the Graphic Arts staff that the Department is on the way to becoming a serious rival to institutions throughout North America offering similar courses.

The Way You Figure It

The population of Canada is 22 million, but there 7 million over 65 years of age, leaving 15 million to support the work. People under 21 total 10 million, leaving 5 million to do the work.

Two million government employees leave 3 million to do the work. Five hundred thousand in the armed forces leave 2,500,000 workers. Deduct 1,250,000 provincial, municipal and city employees which leaves 1,250,000 to do the work.

There are 250,000 people in hospitals, asylums, etc., leaving 1,000,000 to do the work.

But 700,000 of these are unemployed and 200,000 are on welfare or not to work, so that leaves 100,000 to do the work.

Now it may interest you to know that there are 80,000 people out of the country at any one time and 19,998 people in jail so that leaves just two people to do all the work.

And this is you and me, Brother, and I'm not kidding about doing everything by myself!

SO LET'S GET WITH IT!

Taken from the bulletin of the Church of St. Augustine of Canterbury, Hamilton

THE MOSAIC

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